

**Week 1 Assignment**

**Overview**

The pre- and post-inventory and the Week 1 Readings will provide a background on three primary instructional design theories and assist you with defining personal beliefs regarding instructional design. In addition, the learning style inventories and the teaching style inventory will provide information to teachers regarding how their teaching styles and students’ learning styles work together or against each other. These inventories will assist teachers in completing their learning activities for the online course. There are examples of learning inventories in the Resources section. If you do not want to use any of these, you can search online for an appropriate inventory. **Rubric**

Use the following rubric to guide your work.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task(s)** | **Accomplished** | **Proficient** | **Needs Improvement** | **Unacceptable** |
| **Pre- and Post- Learning Theories Inventory Analysis** | Completes both pre- and post-inventories and analysis is fully supported by at least three data findings and references from readings.  **(45-50 points)** | Completes both pre- and post-inventories and analysis is supported by at least two data findings and references from readings.  **(40-44 points)** | Completes both pre- and post-inventories, but analysis lacks support from data and/or readings.  **(30-39 points)** | Inventories are not completed and/or analysis lacks clarity and support from data and/or readings.  **(Below 30 points)** |
| **Learning Style Inventories and Teaching Style Inventory Analysis** | Analysis includes more than three specific examples of how individual teaching style and student learning styles impact learning.  Reflection has no errors in grammar, spelling, or punctuation.  **(45-50 points)** | Analysis includes two or three specific examples of how individual teaching style and student learning styles impact learning.  Reflection has few errors in grammar, spelling, or punctuation.  **(40-44 points)** | Analysis includes less than two specific examples of how individual teaching style and student learning styles impact learning.  Reflection has few errors in grammar, spelling, or punctuation.  **(30-39 points)** | Analysis does not include specific examples of how individual teaching style and student learning styles impact learning.  Reflection lacks clarity and depth and/or contains multiple errors in grammar, spelling or punctuation.  **(Below 30 points)** |

**Directions**

You already completed the Pre-Assessment Inventory earlier in Week 1. Now, you will take the same inventory after viewing the Week 1 video and reading the three required readings for Week 1.

Once you have completed the Post-Assessment Inventory, you will analyze the results in a reflective analysis of both the pre- and post-inventory documents.

Then, complete the Teaching Style Inventory and administer a learning inventory to your class. Those inventories are attached to the assignment screen and can also be found in Resources. You may also use inventories that are not supplied in this course, but you must upload a link to the inventory or inventories that you used.

Once you have completed the inventories, write a 150-250 word reflection that analyzes your teaching style inventory, analyzes your students’ learning styles, and describes how your teaching style and the students’ learning styles impact learning.

This assignment is due at 11:59 p.m. on the seventh day of Week 1.

**Workspace**

**Part 1: Post-Assessment Inventory**

Complete the Post-Assessment Inventory below.

**Post-Assessment**

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| **Agree** | **Disagree** | **I believe that:** |
|  | x | 1. Learners need grades, gold stars, and other incentives as motivation to learn and to accomplish school requirements. |
| x |  | 2. Learners can be trusted to find their own goals and should have some options or choices in what they learn at school. |
| x |  | 3. Teachers need to determine what students are thinking about while solving math problems. |
|  | x | 4. Students should be graded according to uniform standards of achievement which the teacher sets for the class. |
| x | x | 5. Students should set their own individual standards and should evaluate their own work. |
| x |  | 6. Curriculum should be organized along subject matter lines that are carefully sequenced. |
| x |  | 7. The teacher should help students to monitor and control their own learning behavior. |
| x |  | 8. The school experience should help students to develop positive relations with their peers. |

* **Statements 1, 4, and 6** would be supported most strongly by Behavioral psychologists.
* **Statements 3 and 7** would be sustained by Cognitive psychologists.
* **Statements 2, 5, and 8** would be on the ledger of the Humanistic psychologists.

**Part 2: Pre- and Post-Inventory Learning Theories Analysis**

Provide a reflective analysis of your pre- and post-inventory learning theories sheets in the space below. The box will expand as you type.

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| My pre and post-inventories didn’t vary much. Each of the three areas (Humanistic, Cognitive, and Behavior) can be extreme if used alone. According to my student survey, a melting of the three areas seems to be a good approach. Tactile learners slightly outpaced the others but only slightly.  *“Instructional units encourage students to build on their informal ideas in a gradual but structured manner so that they acquire the concepts and procedures of a discipline*”(“How People Learn,” 2000) After the readings, I struggled with number 5 (Students should set their own individual standards and should evaluate their own work). I agree and disagree. It all depends on the individual student. If we depended on the students to set their own goals and standards, most students would do nothing. Evaluating their own work is vital to all students. We need a larger blanket to cover all student’s learning needs.  Question 6… Curriculum should be organized along subject matter lines that are carefully sequenced. This is supported in the readings, “*Problems are solved not by observing and responding to the natural landscape through which the mathematics curriculum passes, but by mastering time tested routines, conveniently placed along the path*” (National Research Council, 1990:4). This supports structure and sequence in learning. The negative to this is that some students will adapt to the environment and go into survival mode. They do just what they need to do to survive. In this case, little is learned.  How People Learn: Brain, Mind, Experience, and School: Expanded Edition. (2000). Retrieved from <http://www.nap.edu/catalog/9853.html> |

**Part 3: Teaching and Learning Styles**

Once the Teaching Style Inventory and the Student Learning Inventories are complete, write your reflection on both in the space below. The box will expand as you type.

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| The teaching style inventory and learning style inventory indicated that I tend to teach along the line of my own personal learning style, or at least weighted in that direction. I do try to create a “Learner-Centered Environment” as described, “*We use the term “learner centered” to refer to environments that pay careful attention to the knowledge, skills, attitudes, and beliefs that learners bring to the educational setting. This term includes teaching practices that have been called “culturally responsive,” “culturally appropriate,” “culturally compatible,” and “culturally relevant*” (Ladson-Billings, 1995)”. This brings about the realization of how many different cultural reference we have. The students will have an ethnic culture, family culture, society culture, school culture, class culture, as well as many other areas. All will have an influence on learning.  After doing the inventories, I realized the need to adjust some of my curiclua to allow students to explore, create, and develop. “ *mathematics curricula emphasize. . . not so much a form of thinking as a substitute for thinking. The process of calculation or computation only involves the deployment of a set routine with no room for ingenuity or flair, no place for guess work or surprise, no chance for discovery, no need for the human being, in fact*” (Scheffler,  1975:184). The example of math is the extreme because of the subject, but so many times we as teachers just force data down the students throats and say “learn it, now, pass the test”. True learning occurs when students escape that mode and begin to create and discover.  If I have a dime for everytime I heard a student say, “why do I need to learn this, I will never use it?” *“Ideas are best introduced when students see a need or a reason for their use—this helps them see relevant uses of knowledge to make sense of what they are learning*.”(“How People Learn,” 2000) Making our content relavant to the students will produce more engaged students. The combination of relevance and “create and discover” is key to developing a more active learner.  How People Learn: Brain, Mind, Experience, and School: Expanded Edition. (2000). Retrieved from <http://www.nap.edu/catalog/9853.html> |

Provide a link to the inventory or inventories that you used in Part 3 of this assignment.

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| Teaching Style:  <http://sundowntech.wikispaces.com/file/view/7401_EDLD_5368_Teaching+Style+Inventory.pdf/134006669/7401_EDLD_5368_Teaching%20Style%20Inventory.pdf>  Personal Learning Style:  <http://welovelamar.wikispaces.com/file/view/7401_EDLD_5368_LearningStyleInventory_jack.pdf/134373945/7401_EDLD_5368_LearningStyleInventory_jack.pdf>  Survey of student’s learning style  <http://welovelamar.wikispaces.com/file/view/7401_EDLD_5368_LearningStyleInventory-survey.pdf/134374033/7401_EDLD_5368_LearningStyleInventory-survey.pdf> |

If your link does not go directly to the inventory, provide step-by-step directions for accessing the inventory here.

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